

### Meeting Objectives

- Discuss and reach consensus on the overall process used to execute the goal attainment process (embedded in the overall evaluation process)
- Provide feedback on the specific metrics used to measure goal attainment
- Provide feedback on the process used to develop and set goals
- Identify concerns or challenges about the goal attainment process in general that should be flagged for further discussion

### Agenda

- Update: Report on ACEES meeting and progress of district assessment surveys
- Review: Gather any questions or feedback about the synthesis document, including the conference process and the role of student learning in that process
- Discuss: Provide feedback on the specific metrics used to measure goal attainment and the ideal level of prescription for the goal setting process

### Guiding Questions

1. For each of the following process points, who should be the primary decision-maker? (i.e., Should decisions be made by the teacher and administrator, by the school leadership team, the district, or another entity)?
  - a. Setting priority skills and standards
  - b. Setting goals
  - c. Selecting assessments to measure against the goals
  - d. Determination of whether or not the goals have been attained
2. Should goals be set at the individual student level or the class/sub-group level?
  - a. Should the RI Model mandate the appropriate unit for setting goals?
3. What is the right mix between academic content goals and academic skill/process goals?
  - a. Should the RI Model mandate the appropriate mix of goals?
4. Once goals have been set, how should the attainment of those goals be determined? (See proposed process)

## Determination of Goal Attainment – Proposal

The following graphic is an example of the kind of tool evaluators might use to record and assess a teacher's results through the goal attainment process:

	Brief Description of Goal (1-2 sentences)	Goal's level of ambition	At least one source of high-quality evidence?	Attained Goal?
Goal 1:	Growth goal based on Algebra 1 math standards (period 1)	Very ambitious	Yes	Nearly Met
Goal 2:	Growth goal based on Algebra 1 math standards (period 2)	Adequately ambitious	Yes	Met
Goal 3:	Growth goal based on Algebra 1 math standards (period 5)	Less ambitious	Yes	Exceeded
Goal 4:	Growth goal based on Geometry math standards (period 4)	Adequately ambitious	Yes	Met
Goal 5:	Growth goal based on 9th grade academic skill standards (Subgroup A)	Very ambitious	Yes	Nearly Met
Goal 6:	<i>Etc</i>			

### Notes:

- Evaluator assesses ambitiousness of each goal, based on conversations with the teacher and knowledge of students' starting points. Ambition assessment made in conjunction with the goal setting process.
- At the same time, evaluator determines whether or not the assessment used to measure the goal is acceptable. Assessment selected will be a Category 2 or 3 assessment.
- At the end of the year, evaluator determines the degree to which the goal was met, based on the final evaluation conference with the teacher and review of appropriate student work and assessment results.